

OVERVIEW OF NCLB FEDERAL GRANT PROGRAMS

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<p>Title I-A: Improving the Basic Programs of Educational Agencies</p> <p>Intended to help ensure that all children have the opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic standards and state assessments. Provides formula grants to school districts, which then allocate most of these funds to individual Title I schools based on their number of poorest children. Augments state and local efforts to provide technical assistance (based on scientifically based research) and improve schools identified as needing improvement based on Adequate Yearly Progress (AYP). Funds supplemental services required under corrective action.</p> <p>Title I-B2: Early Reading First</p> <p>Designed to prevent reading failure by providing high-quality early education to young children, especially children from low-income families. This federally administered discretionary grant program makes competitive awards to local school districts eligible under Reading First criteria, to other public or private organizations within those eligible districts, or to collaborations between both. Eligible Local Education Agencies are identified on the U.S. Department of Education Web site. Funds may be used for assessments, instructional materials, and <u>professional development</u> for early language and reading development.</p> <p>Title I-B3: William F. Goodling Even Start Family Programs</p> <p>Provides literacy services to parents and their children in order to break the cycles of illiteracy. The federal government allocates Even Start funding to state by formula. States award competitive sub-grants to</p>	<p>Title I-B1: Reading First State Grants</p> <p>Designed to help states, school districts, and schools ensure that every child can read at grade level or above by the end of the third grade. Funds the implementation of instructional programs and materials, assessments, and <u>professional development</u> grounded in scientifically based reading research. Formula grants are made to the state, which then make competitive grants to eligible school districts. States may use 20 percent for <u>professional development</u> for teachers of grades K-3 and for planning, administration and reporting.</p> <p>Title I-B4: Improving Literacy Through School Libraries</p> <p>Improves literacy skills and academic achievement by providing students with increased access to up-to-date school library materials; well equipped, technologically advanced school library media centers; and <u>well-trained</u>, professionally certified school library media specialists. LEA's with a child-poverty rate of at least 20 percent apply directly to the U.S. Department of Education.</p> <p>Title I-F: Comprehensive School Reform</p> <p>Provides start-up financial assistance to schools to implement whole-school reforms that reflect the research literature on effective practices in order to help students meet state academic standards. This is a state Title I formula grant program, with states awarding competitive grants to school districts on behalf of specific schools, giving</p>
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Title II-A:

Teacher and Principal Training and Recruiting Fund

Increases student achievement by elevating teacher and principal quality through recruitment, hiring, and retention strategies. State grants are allocated through a formula based on the school-age population and the number of children in poverty in each state. Ninety-five percent are reallocated to school districts based on the same criteria, and 2.5 percent are reserved for competitive sub-grants to partnerships to carry out professional development activities. Funds may be used for a wide variety of activities, including technology integration and professional development.

Title II-D:

Enhancing Education through Technology State Grants

Intended to improve student academic achievement through the use of technology in elementary and secondary school. It is also designed to assist every student in becoming technologically literate by the end of eighth grade and to encourage the effective integration of technology resources and systems with teacher training and professional development. One-half of these formula state grants are reallocated to school districts by formula, and one-half to high-need districts or partnerships on a competitive basis. Districts are required to spend 25 percent of the funds they receive on professional development.

Title III:

Language Instruction for Limited English Proficient and Immigrant Students

Assist school districts in teaching English to limited English proficient students and in helping them meet state standards required of all students. Formula grants are based on state's share of limited English proficient students and recent immigrant students. States are required to spend at least 95 percent of their allotment toward formula sub grants to districts. If a state does not apply, the secretary of education makes competitive awards directly to school districts. Funds must be used to provide high-quality, research-based language instruction, and to provide professional development.

Title V-A:

Innovative Programs State Grants

Provides states and districts with additional funding to support a broad range of high-quality programs to improve academic achievement, the quality of education for students, teacher quality, and school performance. Grants to states are based on their share of the school-age population, with 15 percent reserved for state-level activities, including technology. Sub-grants to districts are based on the relative enrollments in public and private schools, and may be used for a wide variety of activities, including teacher training and professional development, and acquisition of instructional materials.

Title V-D:

Community Technology Centers

Promotes the development of model programs that demonstrate the educational effectiveness of technology in urban and rural areas and economically distressed communities, and that provide access to information technology and related training. Funding is available to nonprofit organizations, for-profit businesses, and institutions of higher education, school districts, or consortia of these entities.

Title VI-B:

Rural Education Initiative

Provides additional funding to eligible rural districts that otherwise would receive formula grant allocations in amounts too small to be effective in meeting their intended purposes, or that serve concentrations of poor students.

Title VII:

Indian, Native Hawaiian, and Alaska Native Education

Provides financial support to reform and improve elementary and secondary school programs that serve selected native populations.

PT3:

Preparing Tomorrow's Teachers to Use Technology
Trains pre-service teachers to integrate technology into the classroom. Not more than 10 percent of funds may be used to acquire equipment. Competitive grant with fund allocated